DOCUMENT RESUME

ED 084 618 CS 500 517

TITLE	Advanced Persuasive Speaking, English, Speech: 5114.112.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	72
NOTE	25p.; Authorized course of instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Curriculum Guides; Discourse Analysis; *Elective Subjects; *Motivation Techniques; Nonverbal Communication; *Persuasive Discourse; Publicize; Secondary Education; Speech Education; *Speeches; *Teaching Guides; Verbal Communication
IDENTIFIERS	Minicourses; *Quinmester Program

ABSTRACT

Developed as a high school quinmester unit on persuasive speaking, this guide provides the teacher with teaching strategies for a course which analyzes speeches from "Vital Speeches of the Day," political speeches, TV commercials, and other types of speeches. Practical use of persuasive methods for school, community, county, state, and national election campaigns are emphasized. Range of subject matter covers (1) persuasion within the student's world; (2) analysis of audience; (3) persuasive verbal and nonverbal communication; (4) appeal to reason; and (5) appeal to emotions. The guide is arranged by performance objectives with the teaching strategies listed under each objective. Appended is a list of student and teacher resources including state-adopted textbooks, non-state-adopted supplementary materials, films, records, and games. (HOD)

ED 084618

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CS

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS
Advanced Persuasive Speaking
5114.112
5115.126
5116.127
5175.14

DIVISION OF INSTRUCTION • 1971

CS 500 517

FILMED FROM BEST AVAILABLE COPY

ED 084618

ADVANCED PERSUASIVE SPEAKING

5114.112
5115.126
5116.127
5175.14

English, Speech

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Course Number

5114.112
5115.126
5116.127
5175.14

COURSE TITLE: ADVANCED PERSUASIVE SPEAKING

COURSE DESCRIPTION: An analysis of speeches from Vital Speeches of the Day, political speeches, TV commercials, and other types of speeches. Practical use of persuasive methods for school, community, county, state, and national campaigns in elections are emphasized.

I. PERFORMANCE OBJECTIVES

A. Students will explore in depth persuasion in their own lives and the world around them.

B. Students will analyze the psychology of individuals and groups, adapting their persuasive speaking to the particular audience.

C. Students will demonstrate effective verbal and non-verbal persuasion.

D. Students will critically examine previously formulated appeals to reason.

E. Students will present for discussion appeals to emotion.

II. COURSE CONTENT

A. Rationale

ADVANCED PERSUASIVE SPEAKING is an opportunity for the student to make a concentrated analysis of persuasion and to develop further the skills of persuasive speaking. However, skill and knowledge of persuasion is not sufficient for today's youth; they must understand why they feel compelled to use these skills. Students should be urged to probe and question within themselves until they discover their true convictions. Examining the reasons for beliefs is a necessity. Students must ask if they have a conviction because of influence from peers, religion, reason, or moral upbringing. Discovering the source of the conviction is as vital to the student as the conviction itself.

To be encouraged to determine, analyze, and persist in their beliefs, students must realize their efforts can count in their society. Persuasive endeavors must be directed toward the school, community, county, and even national levels in ways that might bring about some change. Persuasion need not be limited to the classroom. At the beginning of the course, as students are drawn to some area of concern, they should be allowed to focus their persuasive efforts on that cause. It is when students have a legitimate need for sharpening persuasive skills that they are most receptive to teaching strategies, activities, and outside work.

B. Range of subject matter

1. Persuasion within the student's world

a. Beliefs about which the student wants to persuade

b. Courageous men and women who have been effective persuaders

c. Areas of persuasion

(1) Politics
(2) Advertising
(3) Religion
(4) Mass media

2. Analysis of audience

a. Listening and comprehending ability

b. Opening closed minds

c. Overcoming obstacles to audiences' acceptance of new solutions

3. Persuasive verbal and nonverbal communication

a. Effects of language

b. Effects of nonverbal communication

4. Appeal to reason

a. Reasoning

(1) Casual reasoning
(2) Sign reasoning
(3) Generalization
(4) Analogy

b. Supporting evidence

5. Appeal to emotions

a. Priority of human needs

b. Use of the arts

III. TEACHING STRATEGIES

A. Objective A. Students will explore in depth persuasion in their own lives and the world around them.

1. Have students keep a ledger of their beliefs. This record should be an ongoing activity with notations made on convictions and changing convictions.

2. Have students brainstorm a list of all ideas or beliefs they feel strongly about. Beliefs should be divided into trivial or significant groups and ranked for significance. To attempt to persuade others to support certain beliefs often involves risks. Students should decide what their convictions are worth to them and what will be the results of holding these convictions.

3. Drawing from the lists of convictions and from further brainstorming, have groups of four to seven students list all areas in which improvements could be brought about by persuasion. One area that they select will develop into a persuasive project. The project may be on a school or community level. Students may be interested in having girls admitted to industrial arts classes, or awakening businessmen to discrimination against women in advertising practices, or urging public education on state laws discriminating against women.

4. Once the groups have decided on an issue, have them list possible methods for accomplishing change. Letters to people in authority, letters to editors, interviews, posters, and speeches may all be part of their campaign for change. Periodic reports of groups' efforts and accomplishments should be made.

5. Once subject areas are determined, have each student keep a notebook of lines of arguments, observations, quotations, statistics, and articles useful for future reference.

6. Urge groups to open the minds of classmates and create a total experience around their proposition. For instance, a group may decide that there is a need for more personal concern for the elderly. Students might play back taped bits of interviews with the elderly explaining their problems as slides of lonely old people are flashed on a screen. Original songs about loneliness and loss of friends and family may be sung and accompanied with guitars.

7. Help students plan and organize a workshop around an issue. Speeches, demonstrations, symposiums, and open discussions could all be a part of the workshop. A possible topic might be "Ecology and Dade County Residents" or more specifically, "Spot Zoning and Dade County's Responsibility."

8. Herbert J. Detweiler states, "When you stand for a conviction that involves a great deal of risk and is very difficult to uphold, you are far more likely to really influence others than when you have very little to lose or when there is practically no opposition to your beliefs and convictions." Profiles in Courage beautifully illustrates this point. Have students select a personality in the book and report on the risk of the belief and how the belief was supported.

9. Have students listen to political speeches of persuasion. When possible, encourage students to attend rallies and listen to the speeches.

10. Have students evaluate all candidates running for the same office by the following criteria:

    a. Was the speaker fluent?

    b. Was the speaker well organized?

    c. Was the speaker accurate in his facts and strategies?

    d. To which segments of the population does the candidate appeal most? Why?

11. Poll students as to the political candidates they support in a local, state, or national election. Ask each student to report on the following questions:

    a. On what issues is there agreement between the candidate and himself?

    b. Is there a personal feeling he receives that makes him favor the candidate?

    c. Did he always support the candidate?

    d. What influenced any changes?

12. Invite a local candidate to speak to the student body.

13. Have the students choose a famous persuasive speaker and assume his important characteristics when presenting one of the personality's speeches.

14. The film Man of the Century: Churchill may be shown to the class. Following the film, have a brainstorming session on the reasons for Churchill's persuasiveness. Students' ideas should be listed on the board.

15. Have students identify persuasive qualities of a religious speaker such as Billy Graham, Oral Roberts or their own minister, priest or rabbi. Sermons may also be studied.

16. Assign students to read "Merry Christmas" by Art Buchwald, "A Balance Sheet" by Stuart Chase, "How to Talk Back to Your TV Set" by Nicholas Johnson and/or "How to Tell Good Guys from the Bad Guys" by John Steinbeck in Coping with the Mass Media. All articles are excellent for analyzing the influence of television.

17. Have students compose a chart on what constitutes good delivery and persuasiveness in a television commercial. Have the students watch several commercials and compare them with the chart. The findings may be discussed in class.

18. Following a discussion on theories of broadcasting as a persuasive media, have each participant list the instances in which a commercial has influenced his or her actions and three commercials that have persuaded him or her to never use that product.

19. Have groups of four to five students originate and produce a fifteen minute videotape or a half-hour tape documentary. As the tape is presented to the class, it should be examined for effective persuasion and documentation.

20. Ask class to make an analysis of the view of teenagers as given through television by studying the realistic and distorted approaches in commercials and regular programming.

21. Divide the class into groups of five to seven students. Have each group examine current news and political opinion magazines, such as Time, Newsweek, U.S. News and World Report, Nation, National Review, and New Republic. Each group will determine the type of persuasive speaking that the different magazines represent by recognizing two viewpoints on the same news story. Examples of the magazines' persuasive objectives may be found in articles, advertisements, editorials and political cartoons.

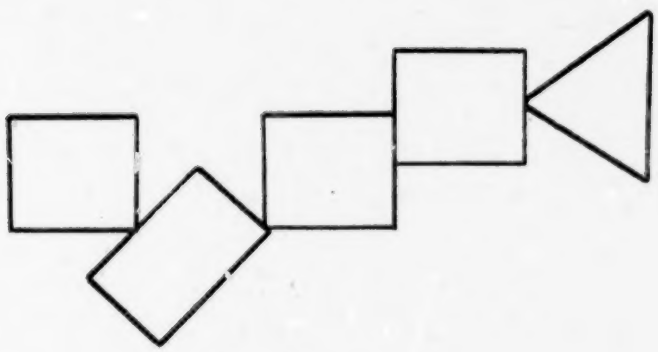
22. Have students research and report on political propaganda, indoctrination, advertising, religious conversion, hypnosis and other forms of persuasion in our society. A panel with each student reporting on a specific technique may be followed by an open discussion.

B. Objective B. Students will analyze the psychology of individuals and groups adapting persuasive speaking to the particular audience.

1. Have students keep a record for one day of their own habits that interrupt attention while listening to friends in conversation, teachers lecturing, etc.

2. Have students discuss discoveries they made while keeping a record of listening habits. They should be able to list on the board at least six habits that hinder listening and attentiveness. Through discussion they should eventually realize that their audiences will also indulge in such habits.

3. Give a set of instructions, without gestures and repetitions, for drawing the following design:



(fig. 1)

4. Show the class the "Four suspects" (figure 2) for only ten seconds. Give a four question quiz on the "suspects" immediately. The following questions may be used:

   a. How many "suspects" are wearing gloves?

   b. How many "suspects" are hat wearers? What kinds of hats are worn?

   c. What is there to eat and drink?

   d. What is "suspect" number three wearing?

5. In groups of five to six students, direct the students to discuss what speakers can do to overcome the listening and viewing habits of audiences. A few solutions may be humor, large and simple visual aids, voice quality variety, or organizing the speech as Adlai Stevenson would do, making it possible for a person to mentally come in at any time of the speech and pick up the main thought.

6. Have a student read aloud to the class the paragraphs under the headings "Use Appropriate Examples and Language" and "Making a Controversial Topic Acceptable" from Speech for Today on pages 103-107. The class should not take notes during the reading. Afterwards ask students to jot down the main points. No grade need be given. However, a discussion should follow concerning the listener's understanding and retention, and its effect on the speaker's task.

(fig. 2)

7. Students often assume that a listener is as familiar with the terms, philosophy, background, etc. of his subject as he is. Have students decide on some aspect of their lives that may not be familiar to the class. Possible subject areas might be snow skiing, football (if the class is mostly girls), certain religions, sport cars, plants or organizations. Ask student to give a two minute speech that would be given to another knowledgeable person. After the speech ask the class three questions about the material presented to assess their understanding. The student should then give a second two-minute speech covering the same material, this time geared to his audience's knowledge. A discussion on the speaker's effectiveness in "educating" the audience would be beneficial.

8. One of the best methods for understanding an audience is to become alert to one's own reactions when in an audience situation. Have students keep a daily record for a week of instances in which others tried to convince them to do or believe something. The student should record successful attempts, and the reasons for the various degrees of success.

9. Have students, in small groups, discuss ways in which they can "put themselves into the other fellow's shoes" to overcome audience prejudice.

10. During a one week period have students list ways in which they have attempted persuasion. Special attention should be given unsuccessful attempts. Students should decide whether or not the unsuccessful are worth reviewing. For the attempts that need to be reviewed, alternate approaches should be listed. For each alternative, the student should decide on the worst, best, and probable outcome for the situation and then decide on the best alternative if he should encounter the same situation again.

11. Have the students read "Use Appropriate Examples and Language" in Speech for Today beginning on page 103. In this section which demonstrates ways to adapt subject matter to the audience, several introductions for the same persuasive objective are presented.

12. After reading "Use Appropriate Examples and Language," have students decide on a subject area on which they will be speaking in the future. Have the student prepare four introductions that are adapted to audiences of businessmen, young mothers, men and women over 60 years of age, and fifth graders.

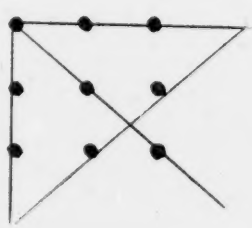
13. Have students explain to a policeman, best friend, judge, and parent why he was going over the speed limit. Have listeners be attentive to the different techniques used.

14. Have the student apply to a neighbor for work through a personal interview and also in writing. Have the student apply to a stranger in writing and in an interview. Have the class analyze the different techniques used in different situations.

15. Have students read and discuss chapter six "Understanding Your Audience" in Speech for Today.

16. Provide student with a 3x5 card. Ask him to find nine dots as in figure 3. Tell him to connect all dots by four lines. The student will not be able to solve the problem if he is restrained by the internal arrangement of the dots. The solution is in figure 4.

(fig. 3)



(fig. 4)

This common example of problem-solving is just one method useful in reordering visual and cognitive habits. Riddles, puzzles, and other problem-solving techniques could be utilized.

17. Play the song of "You've Got Trouble" from The Music Man in which Professor Hill does quite a job of persuading River City to organize a boys' band. The class will enjoy analyzing his method of operation.

18. The fathers in The Fantasticks proclaim in the song "Never Say No" that children can only be persuaded by "reverse psychology." After playing the record for the class, have a discussion of the effectiveness of this type of psychology and instances in which it might work.

19. In the book Persuasive Speaking, Patrick O. Marsh states that it is essential for the listener to have interest in subject matter, confidence and identification with the speaker, and be able to comprehend what is said. Groups of 7-10 students should discuss how a speaker can satisfy these requirements for an audience.

20. J.A.C. Brown in his book Techniques of Persuasion states, "The individual accepts his beliefs, not merely because they are 'true' or 'untrue', but because they are useful in adjusting him to himself or to his social surrounding." Have groups consisting of four to six students discuss this concept as it affects their material and their attitudes toward their audiences.

21. Have students define assigned terms such as motorcycle, love, death and teenagers for at least two different communication situations or audiences.

22. For immediate feedback on audience understanding, form groups of three students for an unstructured discussion. Have one student act as an observer. Give each group a list of topics such as the following:

    a. Women's liberation -- liberating to women?

    b. Men and women should or should not marry out of faith and/or race.

    c. The draft -- is there an alternative?

    d. Marriage, divorce -- are they answers?

    e. Should high school students try to graduate within three years instead of four?

One person chooses the topic. Before the other person can question his ideas he must, in his own words, explain what has already been said to the satisfaction of the observer and first speaker.

After perhaps five minutes of discussion, ask another student to play observer and have the first observer become a participant. Another topic may be chosen. Later changes will allow each student to play all roles.

After the activity there should be a discussion covering the following questions:

a. Did the other two students have difficulty paraphrasing the thoughts? What were the instances of difficulty?

b. Did the other students paraphrase the remarks more concisely and more accurately than the speaker?

C. Objective C. Students will demonstrate effective verbal and nonverbal persuasion.

1. Have selected students read in Julius Fast's Body Language, chapter eight "Positions, Points and Postures" and chapter nine "Winking, Blinking and Nods" for a better understanding of nonverbal communication.

2. Have students keep a log of ways in which people communicate with them nonverbally.

3. Divide the class into groups of four to five students. Using brainstorming methods, have students decide on possible persuasion projects that they would be interested in working on for the duration of the quinmester. During the discussions video tape or film one group at a time for at least five minutes. Play the film or tape back without sound. Ask students whether their postures and movements convey meaning about their feelings toward the group task and process.

4. To aid students in understanding the effect of body movements and postures in projecting a particular attitude and personality, have students view the Carol Burnett Show, the Flip Wilson Show or a television show which will offer numerous comedy

skits with the actors playing several characters during the show. Have students prepare to speak for one or two minutes on the different kinds of attitudes and characters expressed through specifically defined body movements.

5. Encourage students to participate in impersonation skits. This role-changing should quicken students' reaction to heighten their perception of stereotypes.

6. Have each student choose a televison commercial and examine the nonverbal communication with regard to time, space, action and physical background.

7. Have students read chapter fourteen "More About Semantics, Denotation and Connotation" in Language/ Rhetoric IV.

8. After reading chapter fourteen, have students in groups develop lists of neutral words and then supply words with good and bad connotations. Newspaper columns are often a source of examples.

9. Following a brief discussion on the effectiveness of abstract statements in persuasive speaking, have students break general statements down until they become meaningful. Examples of sentences to use are:

   a. Senator Langworthy is for the common man.

   b. Sue Murphy is a wonderful person.

   c. John is an unreasonable tyrant.

   d. Jayne McMahon is a good golfer.

10. Have groups consisting of six persons try to agree on definition for the underlined words in the following sentences:

    a. The lizard tried to protect his territory.

    b. Liberty is essential to human lives.

    c. Happiness is no homework.

    d. Home is where the heart is.

11. Assign students to bring to class a collection of newspaper or magazine advertisements using connotative words and have them analyze their effect.

12. Have students collect letters to the editor which are loaded with connotative words.

13. Very often the right and profitable name for a product is the objective of business and advertising. Have students list names of automobiles, laundry products, perfumes, etc. and consider the mental images that these names create in the minds of the consuming public.

14. Have each student select a speech from Vital Speeches of the Day and examine the speech for connotative words.

15. After he has listened to three taped transcripts of persuasion, ask the student to consider which he feels ethical or unethical. Have him determine whether his decisions are based on the connotations of words or other influences.

16. Suggest that students refer to newspapers and make a list of approbative or derogatory epithets for:

    a. President of U.S.

    b. Governor

    c. Labor leaders

    d. Celebrities in sports or films

17. Have a student read a newspaper item or short story to the class. Have the class name the verbs and adjectives that give life and color to the article.

18. Arrange for students to listen to a Presidential press conference. Have them compare the conference with television commentaries and newspaper reports.

19. Plan for groups of four to five students to compose a persuasive editorial for "broadcasting." The editorials should be presented by a representative of the group and be taped in advance. When the editorial is played back, the audience should examine it for slanting of material through word choice or voice inflection.

D. Objective D. Students will critically examine previously formulated appeals to reason.

1. Have students research the four categories of reasoning: analogy, generalization, causal reasoning and sign reasoning.

2. Have students bring to class arguments found in letters to the editor. Students may explain parts that are evidence and parts that are reasoning.

3. Assign students to listen to a persuasive argument that employs a large number of biased sources. Working in groups, students should prepare a statement of reaction to the use of such sources.

4. Assign each student a three-minute persuasive speech. Within the speech, the student should quote at least one source and paraphrase two other sources.

5. In a five minute persuasive speech, have the student use one example of statistical evidence, one example of testimonial evidence, and identify his or her reasoning as causal, sign, analogous, or generalization.

6. Have students bring to class three examples of supporting material found in advertising. Students should be prepared to explain why one is to "prove", one is to clarify, and one is to reinforce.

7. Have students collect twenty items from newspapers and periodicals illustrating the four types of reasoning.

8. Arrange for a field trip to a county commissioners' meeting or a school board meeting. On returning to the classroom, students may rephrase questions dealing with the same issues. Using proper reasoning and evidence, students may proceed with a discussion of the issue.

9. Use bills before the state or national legislative bodies as topics for the classroom. Using proper parliamentary procedure, the students may role play a legislative session.

10. Encourage students to view a television editorial or news story. The student should be alert to whether or not facts are missing from the segment and whether or not the missing facts were persuasive by their absence.

11. Have students examine fallacies in reasoning and presentation of evidence in "Custer's Last Press Conference" by Art Buchwald in Coping with the Mass Media.

12. After reading "Custer's Last Press Conference" have students prepare a speech of persuasion using faulty arguments. Listeners should cite faulty arguments.

13. Have students organize a soapbox debate, modeled after those in Hyde Park, to be given in the classroom. Several "Soapboxes" should be provided for the speakers to stand on. Members of the audience should be encouraged to participate as do the hecklers at Hyde Park.

14. Have students tackle problems within the school by problem-solving debates. Students should present various viewpoints and solutions with highly structured evidence and reasoning.

15. Assign a problem for discussion to a classroom Quaker meeting. No chairman presides, and the members must just sit and be quiet until someone feels like speaking. Each person is allowed to speak only once and no one may interrupt the speaker. The problem for discussion should be given to the students before the day of the meeting.

16. Encourage students to attend local college, high school debates. political speeches, and government meetings. Accurate and complete notes should be taken on reasoning and evidence.

E. Objective E. Students will present for discussion appeals to emotion.

1. After a discussion of the types of emotional appeals, have the student select a persuasive objective and a specific audience. The student will determine a principal motive for the appeal and explain his or her decision.

2. Have students select five television commercials and state the tone of emotional appeal on which the commercial has been based.

3. Following a discussion on motivational technique in promoting films, have students take movie advertisements and identify the motivating force used to persuade the public to see the film.

4. Have students choose their favorite sport or hobby and make a short film or slide/tape presentation. The film should persuade others to try the sport or hobby. The film should appeal to the emotions and senses, using little or no speaking.

5. Supply several varied boxes, and have the students attempt to sell these objects by appealing to the emotions of a designated audience. Students may want to decorate their boxes to make a more persuasive package.

6. Have students view a movie such as Junkdump. Discuss whether the movie is persuasive. If so, the students should concern themselves with the appeal the movie makes.

7. After viewing Junkdump, have students list issues that are vitally important to them. They should examine methods in which the issues could be made more persuasive by appealing to emotions.

8. Have students look at their own religion or a religion that they are interested in learning about and survey the religion's emotional appeals.

9. Have students relate personal experiences in which they were persuaded to think or act in a particular way. Students need to consider the reasons for being persuaded.

   a. Was there an emotional appeal?

b. Were the reasons sufficient for supporting their changed beliefs and actions?

10. After selecting a speech from Vital Speeches of the Day, have students list emotional appeals that are made.

11. Ask students to keep a daily log of ways in which they use persuasion. In each instance, the student should question whether or not he or she appealed to emotions and the specific appeal made. The student should record the effectiveness of the appeal.

12. Have a student present to the class a song, musical piece, story, poem, slide presentation, picture, etc. that he or she has created hoping it would make an appeal to the emotion for a particular persuasive objective. The class may be asked if the creation produces such feelings for them. The class should try to analyze and account for differences.

13. Have students collect a picture file of advertisements from magazines. For each advertisement, the student should list the types of appeals made through words and pictures.

14. Have students listen to campaign speeches in order to record the instances of appeals to the emotions.

15. Have a group of students dramatize a play which presents a significant problem and is a form of persuasion, such as Raisin in the Sun. An open discussion following the reading on the play's effectiveness in persuasion would be a valuable learning experience.

IV. STUDENT RESOURCES

A. State-adopted textbooks

Buys, Kendall and Murphy. Discussion and Debate. Chicago, Illinois: National Textbook Corporation, 1964.

Elson, E. Floyd, et al. The Art of Speaking. 2nd Ed. Boston: Ginn and Company, 1966.

Hibbs, Fessenden, Larson, and Wagner. Speech for Today. New York: McGraw-Hill Book Company, 1963.

Lamars and Staudacher. The Speech Arts. Chicago: Lyons and Carnahan, 1966.

B. Non-state-adopted supplementary material

Allen, R. R., Sharol Anderson, and Jere Hough. Speech in American Society. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Baird, Craig A. and Franklin H. Krower. Essentials of General Speech. New York: McGraw-Hill Book Company, 1960.

Baird, Craig A. Argumentation, Discussion and Debate. New York: McGraw-Hill Book Company, 1950.

Brown, J.A.C. Techniques of Persuasion. Baltimore, Maryland: Penguin Books, 1963.

Chase, Stuart. Guides to Straight Thinking. New York: Harper and Row Publishers, 1956.

Detweiler, Herbert J. How to Stand Up for What You Believe. New York: Association Press, 1966.

Fast, Julius. Body Language. New York: Pocket Books, 1971.

Fellow, Hugh P. The Art and Skill of Talking with People.

*Glatthorn, Allan A., Charles W. Kreidler, and Ernest J. Heiman. The Dynamics of Language. Lexington, Massachusetts: D. C. Heath and Company, 1971.

Kitzhaber, Albert R., ed. Language/Rhetoric IV. New York: Holt, Rinehart and Winston, Inc., 1970.

*Newly State-adopted

Klopf, Donald W. and James C. McCroskey. The Elements of Debate. New York: Arco, 1969.

Littell, Joseph Fletcher, ed. Coping with the Mass Media. Evanston, Illinois: McDougal, Littell and Company, 1972.

Packard, Vance. The Hidden Persuaders. New York: Pocket Books, Inc., 1957.

Reilly, William J. Opening Closed Minds. New York: Bell Publishing Company, Inc., 1964.

Robinson, Karl F. and Charlotte Lee. Speech in Action. Chicago: Scott, Foresman and Company, 1965.

Ross, Robert W. Oral Presentation and Visual Aids. Washington, D. C.: R. W. Ross Associates, 1969.

V. TEACHER RESOURCES

A. Textbooks

See Student Resources - A and B

B. Supplementary textbooks for teacher use

Anderson, Marten r., Wesley, and James Murray. The Speaker and His Audience. New York: Harper and Row, 1964.

Barker, Stephen F. The Elements of Logic. London: The Macmillan Company, 1969.

Braden, Waldo W., ed. Speech Methods and Resources. New York: Harper and Brothers, 1961.

Buys, William E. and James Copeland. Speech Activities in the High School. Skokie, Illinois: National Textbook Company, 1967.

Clark, Donald Lemen. Rhetoric in Greco-Roman Education. New York: Columbia University Press, 1957.

Conner, Berenice Gillette, et al. The Living Textbook. Miami, Florida: The Miami Herald, 1965.

Copi, Irving M. Introduction to Logic. London: The Macmillan Company, 1969.

Eubank, Henry Lee and Jeffery J. Auer. Discussion and Debate. New York: Appleton-Century-Crofts, Inc., 1951.

Gulley, Halbert E. Discussion, Conference, and Group Process. New York: Holt, Rinehart and Winston, 1966.

Leypoldt, Martha M. 40 Ways to Teach in Groups. Valley Forge, Pennsylvania: The Judson Press, 1967.

Marsh, Patrick O. Persuasive Speaking. New York: Harper and Row, Publishers.

McBurney, James H. and Glen E. Mills. Argumentation and Debate. New York: The Macmillan Company, 1964.

Monroe, Alan H. and Douglas Ehninger. Principles and Types of Speech. Glenville, Illinois: Scott, Foresman and Company, 1967.

Pfeiffer, William J. and John E. Jones. Structured Experiences for Human Relations Training, Vol. I. Iowa City, Iowa: University Associates Press, 1969.

Sattler, William M. and Edd Miller. Discussion and Conference. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

Spolin, Viola. Improvisation for the Theater. Evanston, Illinois: Northwestern University Press, 1963.

C. Films available from Dade County

Is There Communication When You Speak? 17 min.	1-31548
Discussion Technique 28 min. B&W	1-31310
Oral Communication: Effective Persuasion C.	1-01170
Propaganda Techniques 10 min. B&W	1-00308

Junkdump	1-14192
Public Speaking Fundamentals B&W	1-13776
Say What You Mean 20 min. B&W	1-13332
Speech Planning Your Talk 11 min. B&W	1-04523
Speech and Protest C.	1-13706
Man of the Century: Churchill 24 min. B&W	1-31002

D. Records

Cross of Gold Speech	4-40070
Eleven Presidents Speak	4-50037
Kennedy, John F.: The Presidential Years	4-40360
Roosevelt, Franklin Delano	4-40438

E. Games

The Game of Ethics, Art Fair, 1971.

Allen, Robert W. and Lorne Green. The Propaganda Game. New Haven, Connecticut: Autotelic Instructional Materials Publishers, 1970.